# Year 3 End of Year Expectations: Mathematics

_____

| Year 3 Mathematics | | | |
|---|---|---|---|
| Number and Place Value | | | |
| **Number and Place Value** | **Addition and Subtraction** | **Multiplication and Division** | **Fractions** |
| ❖ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.<br>❖ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br>❖ Compare and order numbers up to 1000.<br>❖ Identify, represent and estimate numbers using different representations.<br>❖ Read and write numbers up to 1000 in numerals and in words.<br>❖ Solve number problems and practical problems involving these ideas | ❖ Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.<br>❖ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.<br>❖ Estimate the answer to a calculation and use inverse operations to check answers.<br>❖ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | ❖ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br>❖ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br>❖ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | ❖ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.<br>❖ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>❖ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br>❖ Recognise and show, using diagrams, equivalent fractions with small denominator.<br>❖ Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7 ].<br>❖ Compare and order unit fractions, and fractions with the same denominators.<br>❖ Solve problems that involve all of the above. |

# Year 3 End of Year Expectations: Mathematics

_____

| Year 3 Mathematics | | | |
|---|---|---|---|
| Geometry and Measures | | | |
| **Measures** | **Geometry – Properties of Shapes** | **Geometry – Position and Movement** | **Statistics** |
| ❖ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <br><br> ❖ Measure the perimeter of simple 2-D shapes. <br><br> ❖ Add and subtract amounts of money to give change, using both £ and p in practical contexts. <br><br> ❖ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <br><br> ❖ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. <br><br> ❖ Know the number of seconds in a minute and the number of days in each month, year and leap year. <br><br> ❖ Compare durations of events [for example to calculate the time taken by particular events or tasks]. | ❖ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <br><br> ❖ Recognise angles as a property of shape or a description of a turn. <br><br> ❖ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. <br><br> ❖ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | ❖ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). | ❖ Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']. <br><br> ❖ Use information presented in scaled bar charts and pictograms and tables. |